



School-wide Positive Behavior Support: Providing State-Wide Leadership

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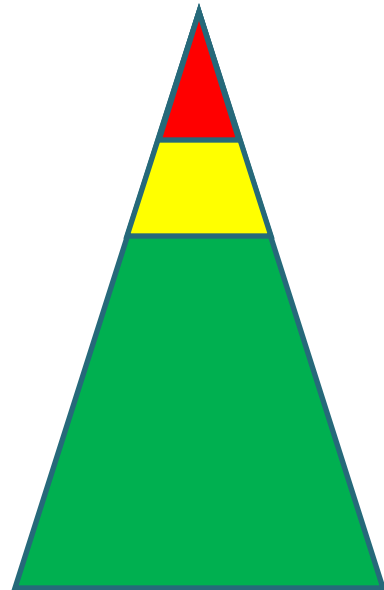


Goals

- Define core features of SWPBS
- Define Role of a Leadership Team
- Provide examples from other states
- Planning for Desert Mountain SELPA

School-wide PBS

- Build a continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.





What is

School-wide Positive Behavior Support?

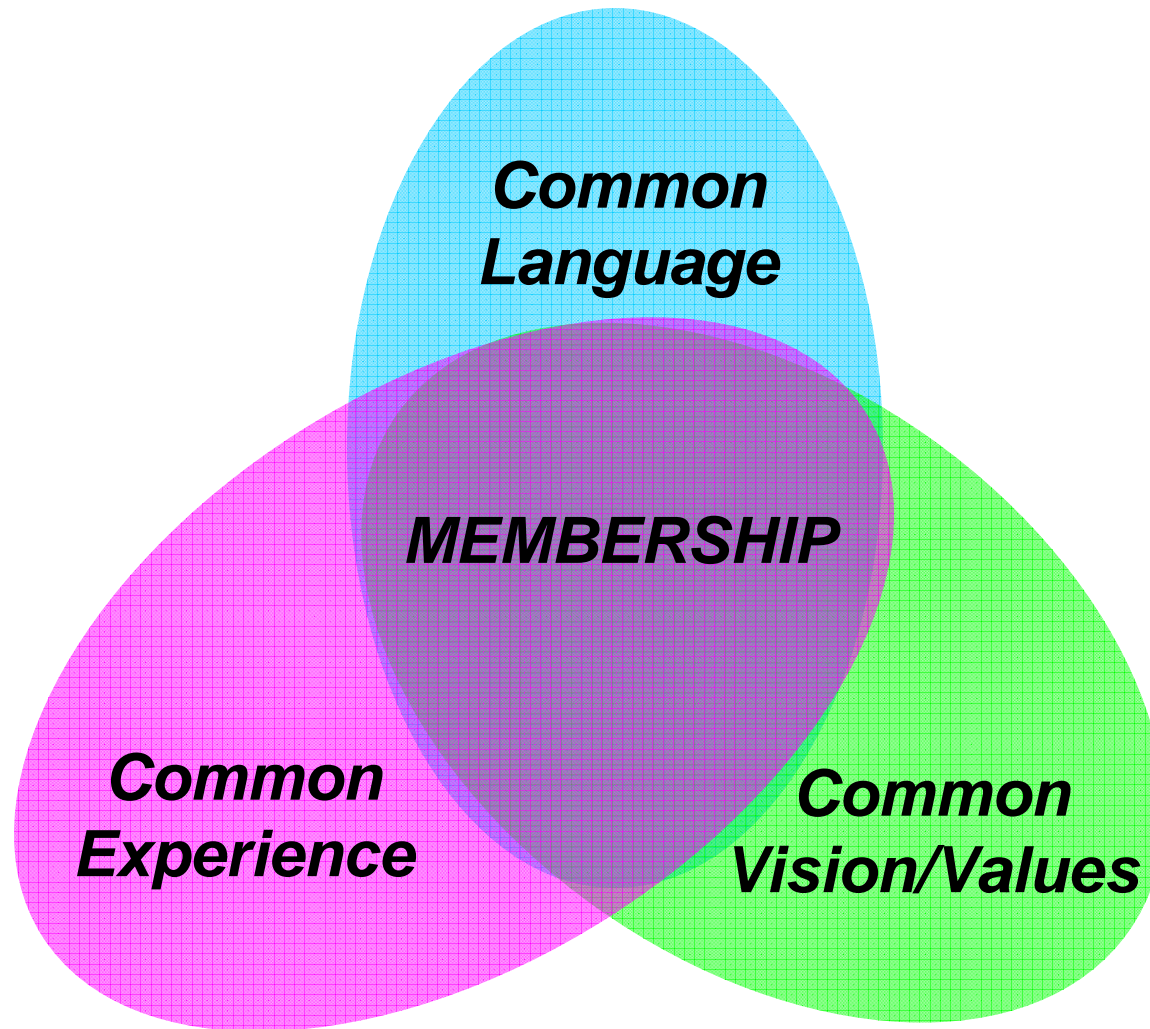
- School-wide PBS is:

- A **systems approach** for establishing the **social culture** and individualized behavioral supports needed for schools to achieve both social and academic success for all students while preventing problem behavior

- Evidence-based features of SW-PBS

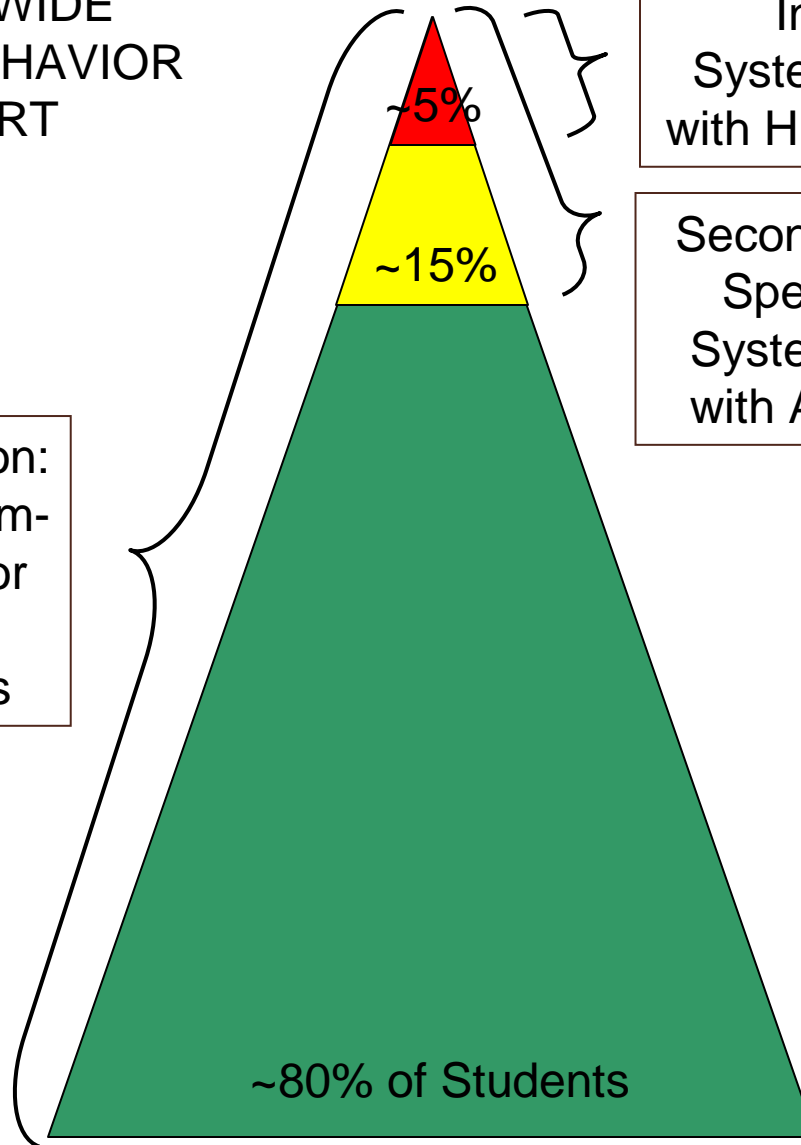
- Prevention
- Define and teach positive social expectations
- Acknowledge (reward) positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership – Team-based implementation (Systems that support effective practices)

Establishing a Social Culture



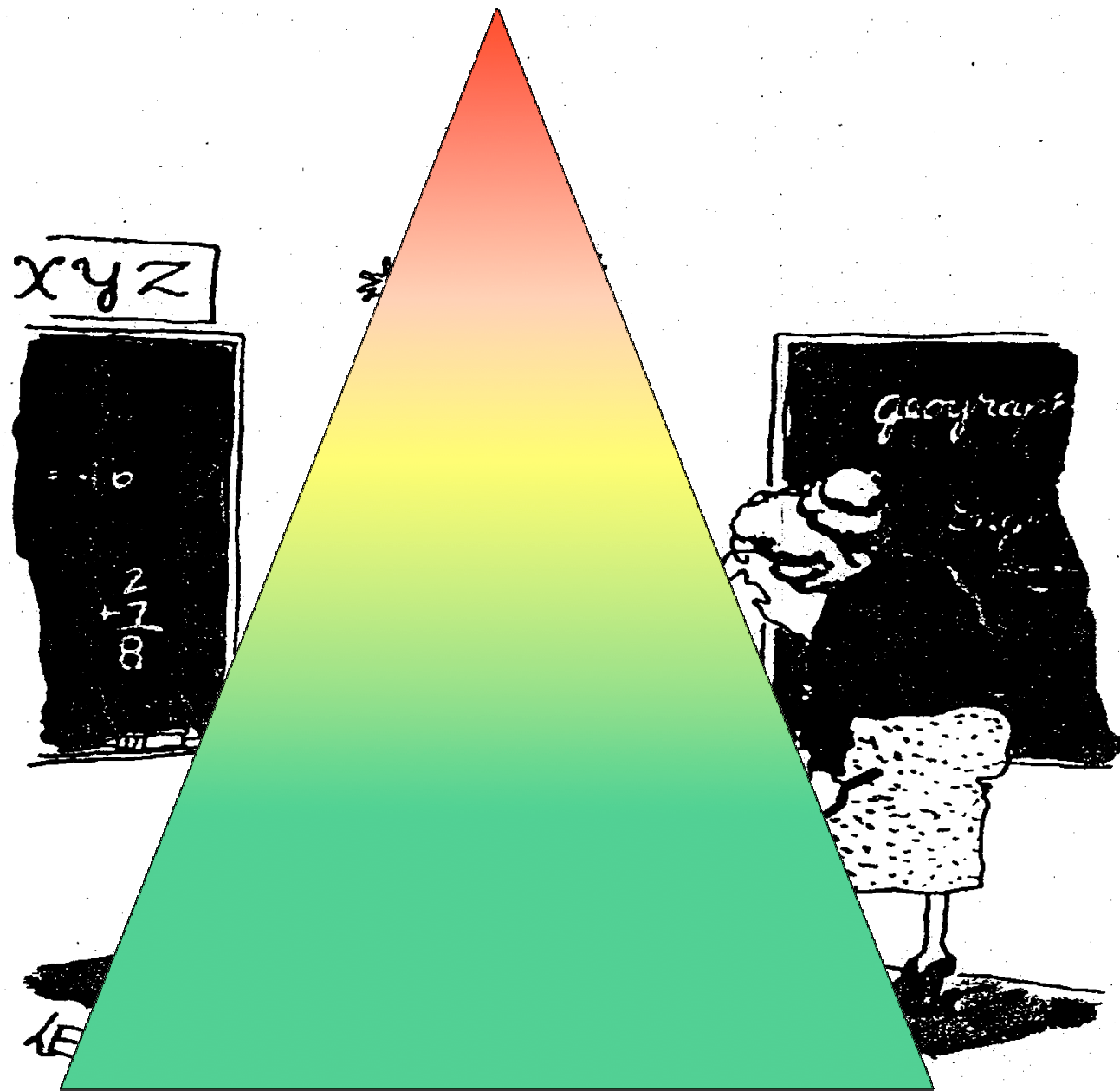
SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

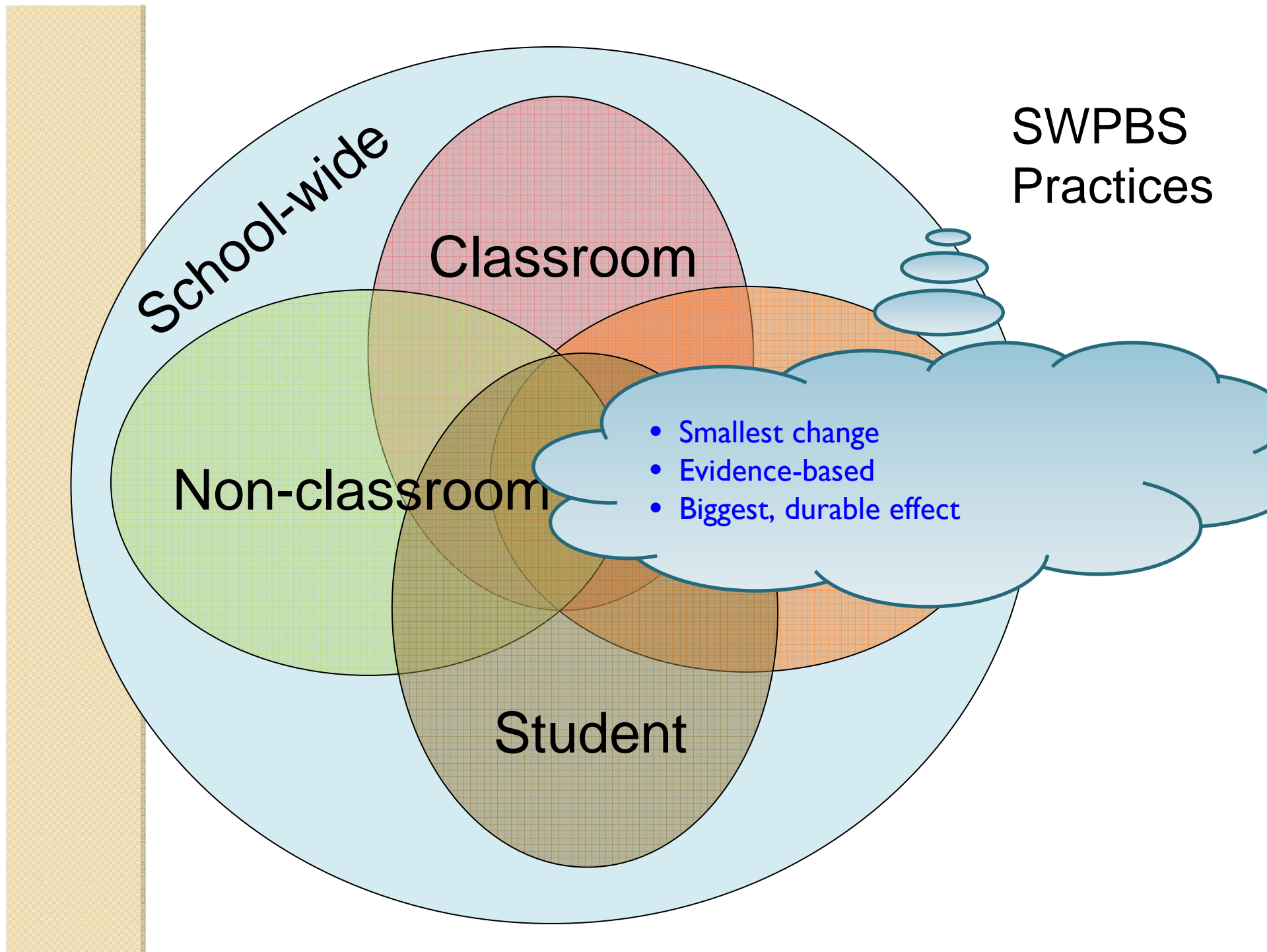


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



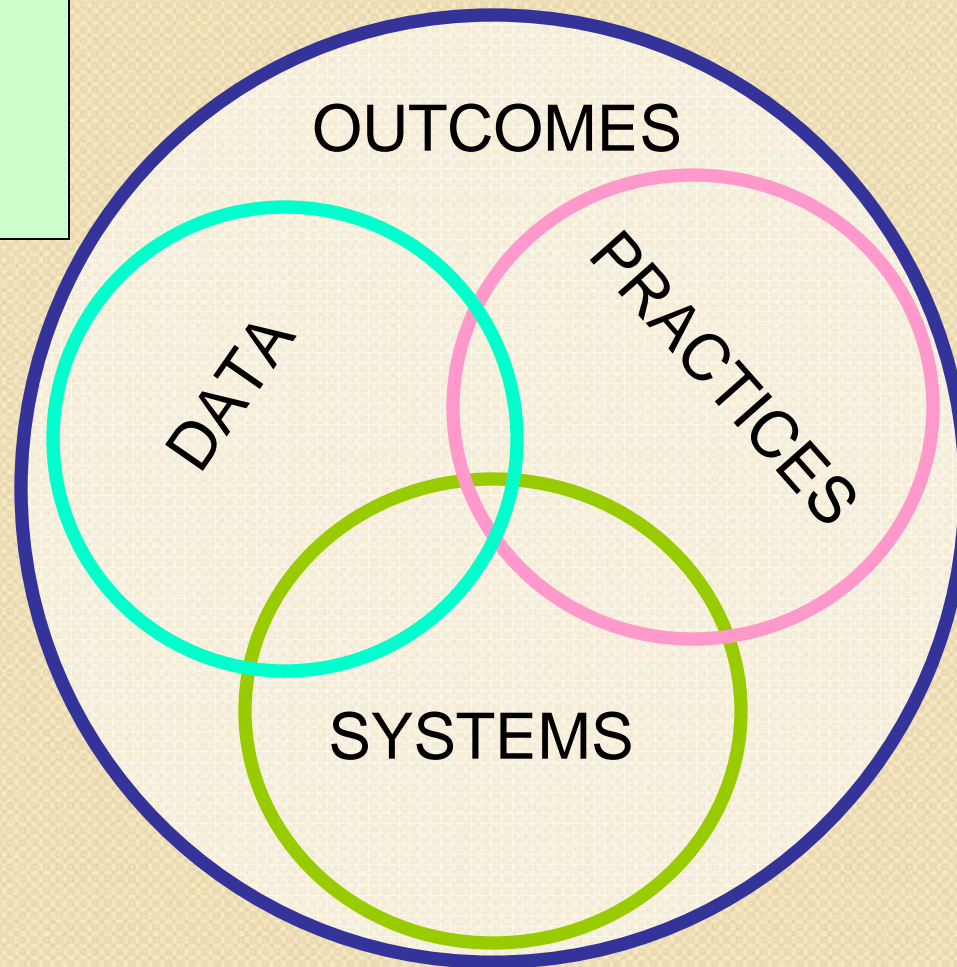
"This is the worst class I've ever had."



Supporting Social Competence,
Academic Achievement and Safety

School-wide
PBS

Supporting
Decision
Making



Supporting
Student
Behavior

Supporting
Staff Behavior

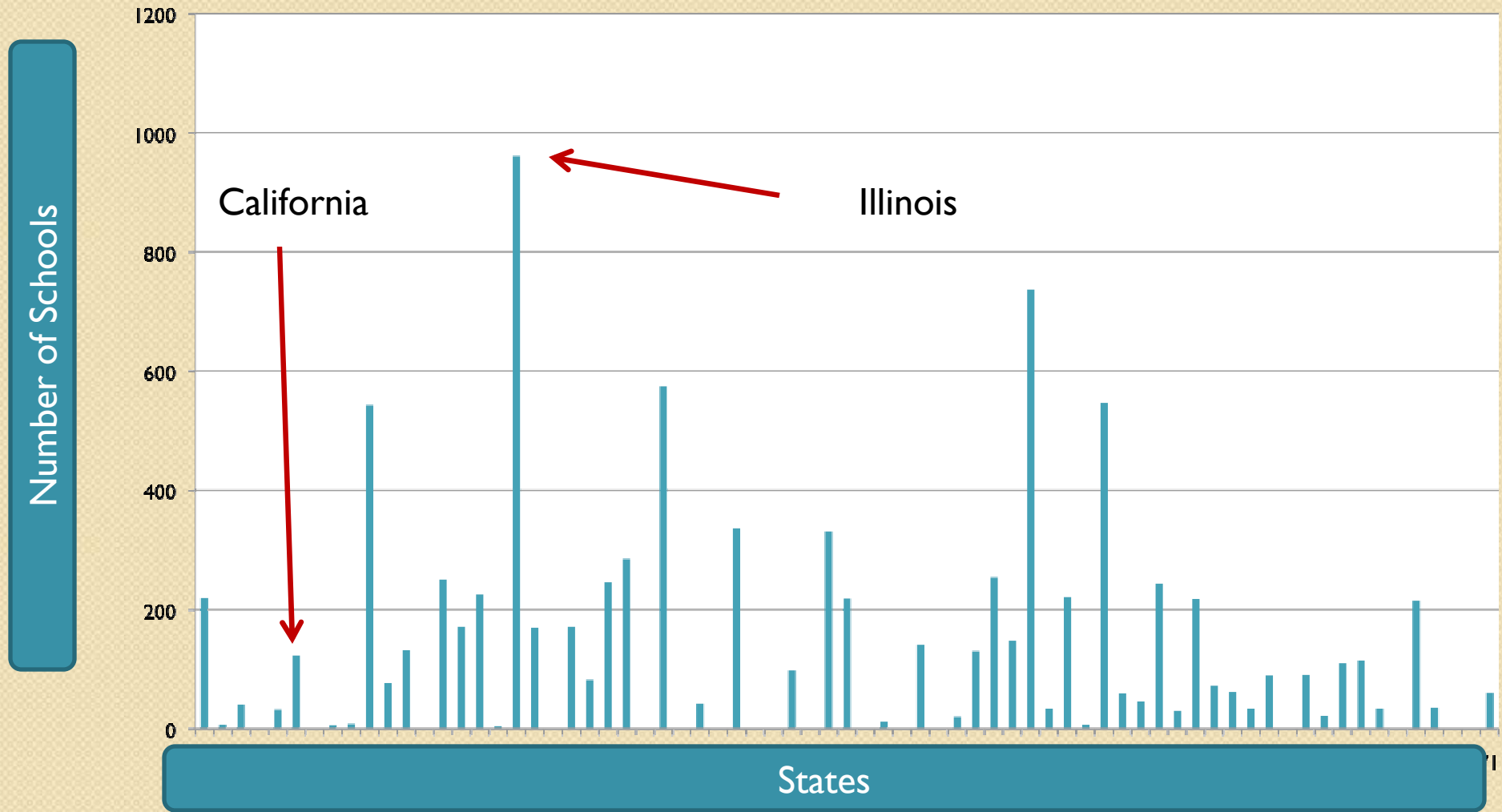


Define School-wide Expectations for Social Behavior

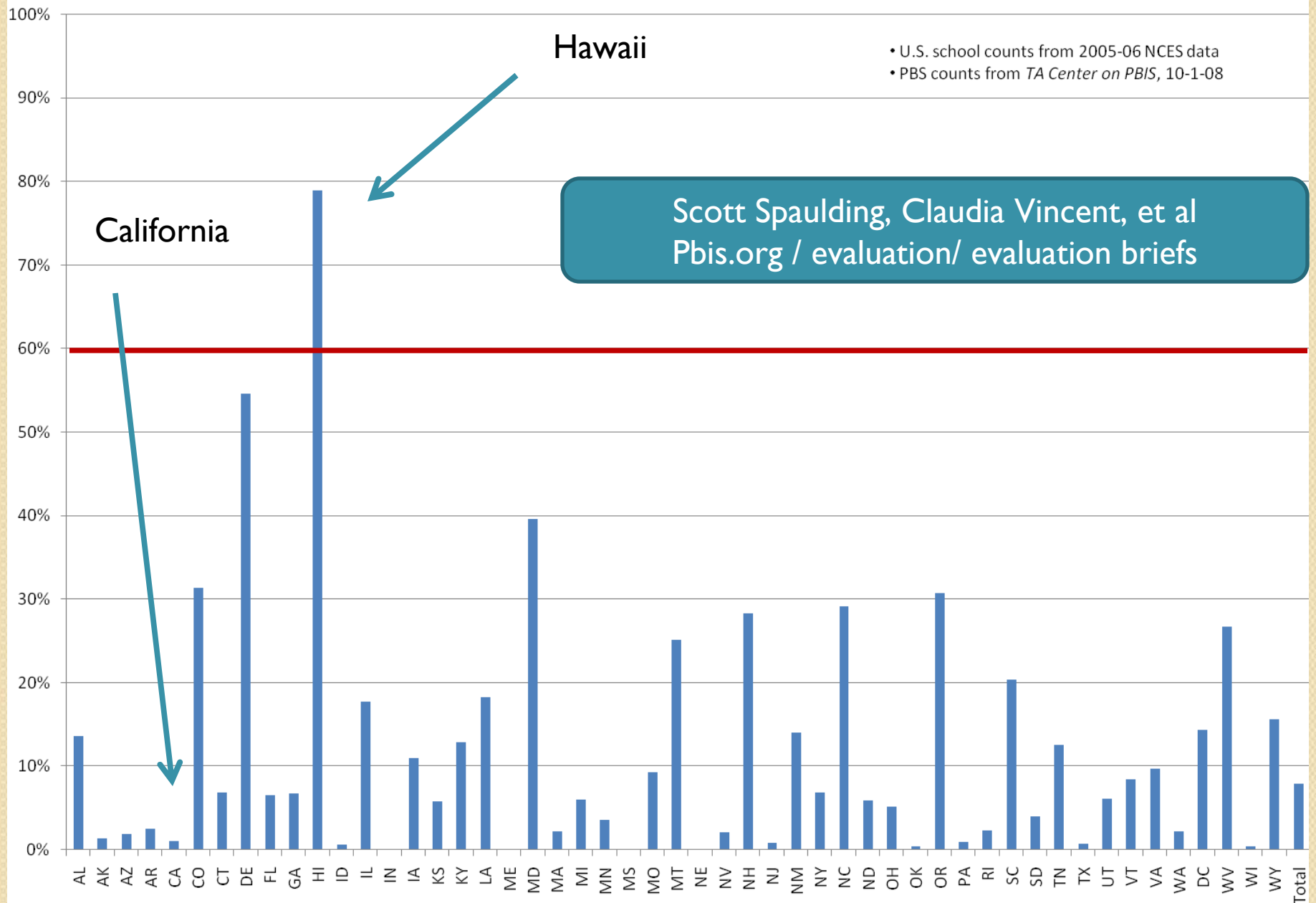
- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
 - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

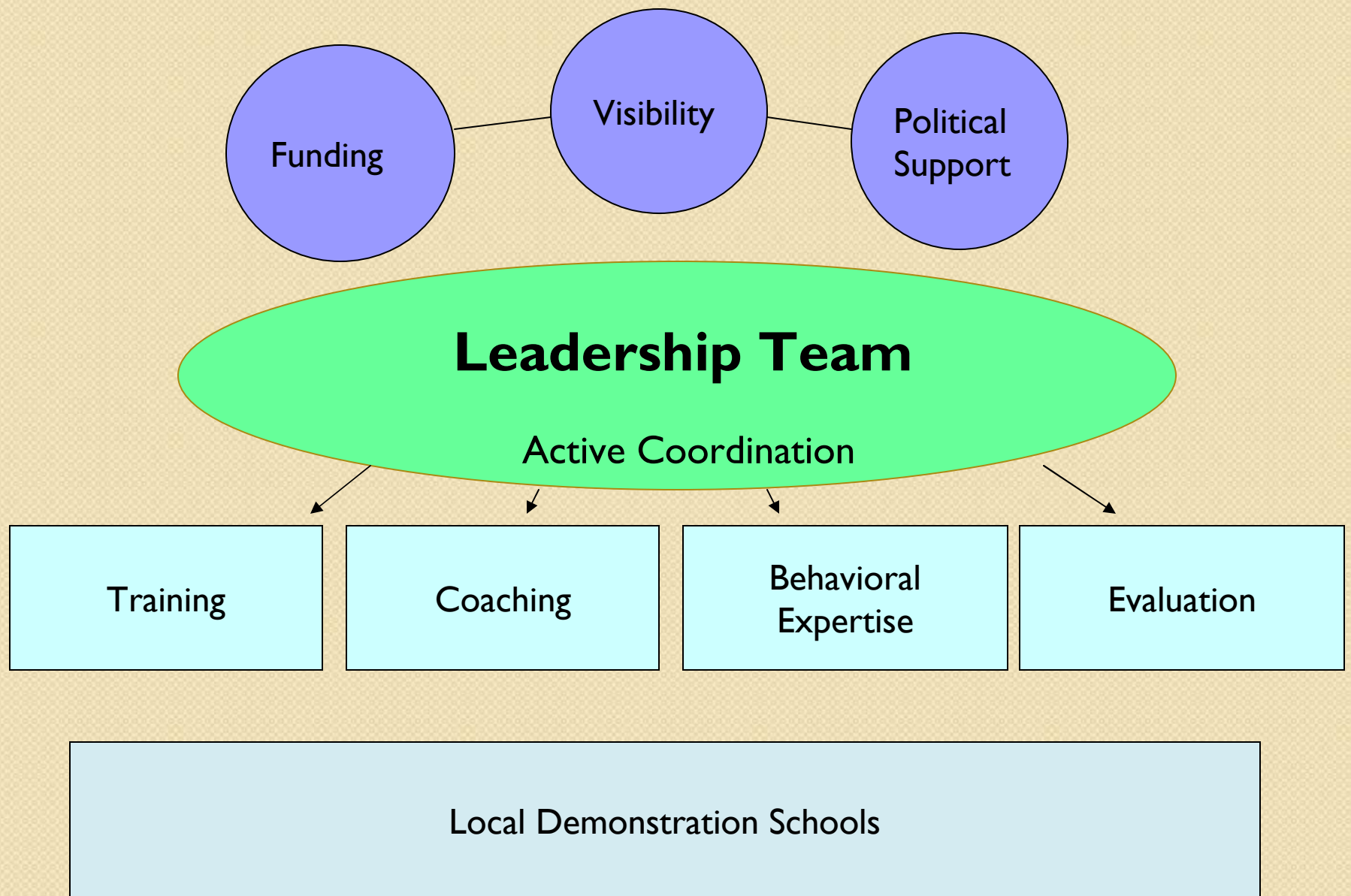
States Implementing SWPBS

9000+ schools in 44 states



Percent of U.S. Schools Implementing School-wide PBS





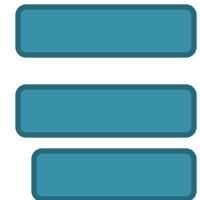


Leadership Team

- Political authority
 - Families
 - School Administrators
 - State Department of Education (Gen Ed-SPED?)
 - Union/ Staff
- Technical Expertise
 - Behavioral expertise
 - Implementation and training expertise
 - University and Personnel Prep positions
- Coordination
 - Experience, skill, social competence, time

Leadership Team

- Meet Regularly
 - Minimal: Quarterly
 - Preferred: Monthly
 - Once established (as needed)
- Meet Functionally
 - Action planning (schools, districts, evaluation)
 - Conduct: Review, input, guidance
- Funding
 - Three years of funding
- Visibility
 - Political, community, professional
- Political Support
 - State policy
 - At least annual (prefer twice a year) presentation to board/superintendent/governor.





Core Functions of Leadership Team

- **Trainers**

- State and regional access to training at all three tiers of PBIS
- Build capacity for every district to conduct annual training orientation
- State-wide annual forum

- **Coaching Cadre**

- Coaches training, state forum
- Define job description of coach

- **Behavioral Expertise**

- School –psychologist, counselor, social worker, administrator
- Skills in FBA, Behavior Support development, data collection and use.

- **Evaluation Plan**

- Fidelity data
- Student behavioral data
- Student academic data



Coaching Defined

- Coaching is the active and iterative delivery of:
 - (a) **prompts** that increase successful behavior, and
 - (b) **corrections** that decrease unsuccessful behavior.
- Coaching is done by someone with credibility and experience with the target skill(s)
- Coaching is done on-site, in real time
- Coaching is done after initial training
- Coaching is done repeatedly (e.g. monthly)
- Coaching intensity is adjusted to need



Outcomes of Coaching

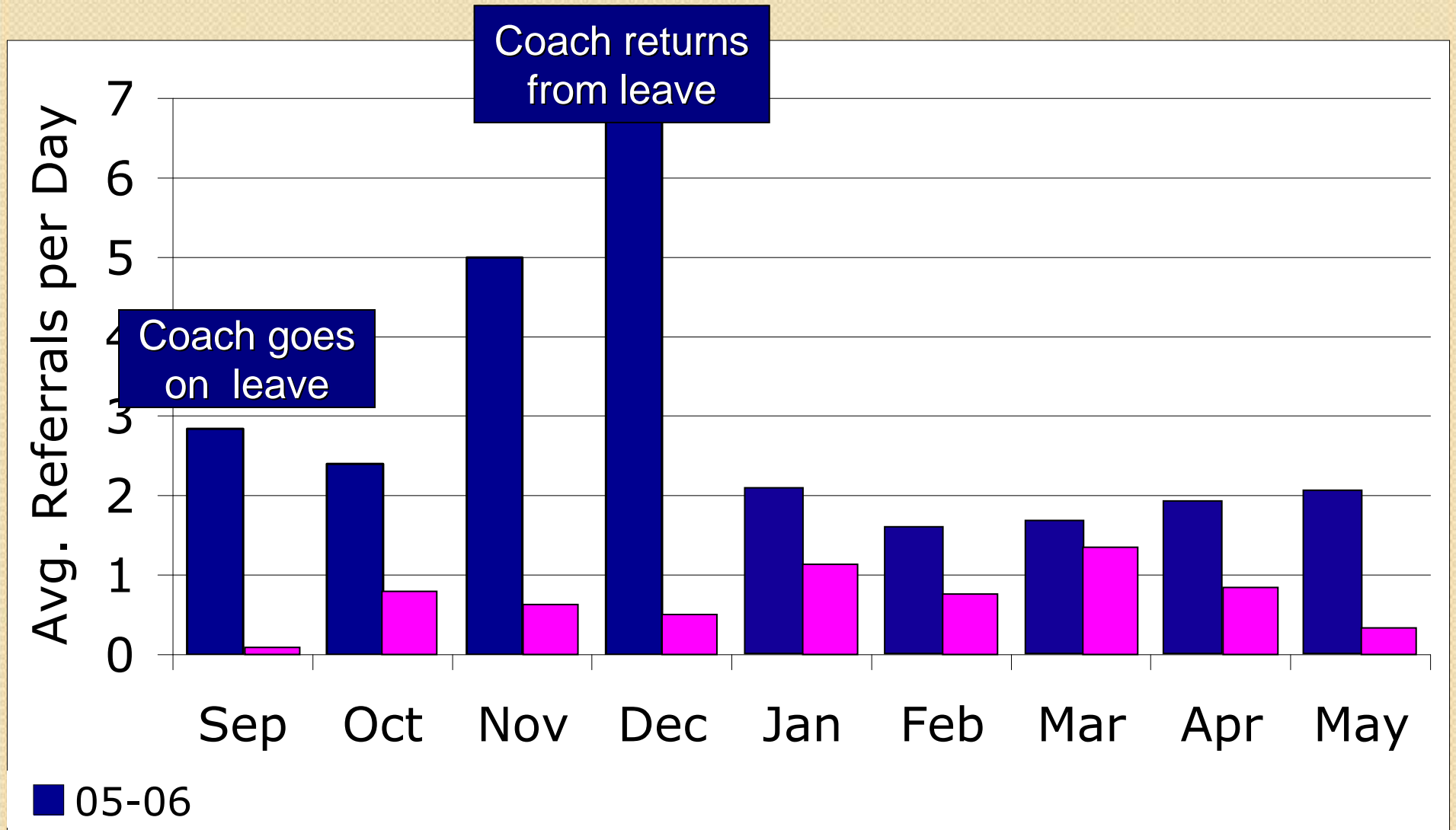
- Fluency with trained skills
- Adaptation of trained concepts/skills to local contexts and challenges
 - And new challenges that arise
- Rapid redirection from miss-applications
- Increased fidelity of overall implementation
- Improved sustainability
 - Most often due to ability to increase coaching intensity at critical points in time.

Training Outcomes Related to Training Components

	Training Outcomes		
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002

Example of the Impact of Coaching on Student Outcomes: Average Major Discipline Referrals per Day per Month






Demonstrations

- Initial demonstrations
 - Fidelity is possible
 - Outcomes are desired and useful
- Pockets of supported demonstrations
 - Located where there is training expertise or money
- Building regional capacity




PBIS in Illinois

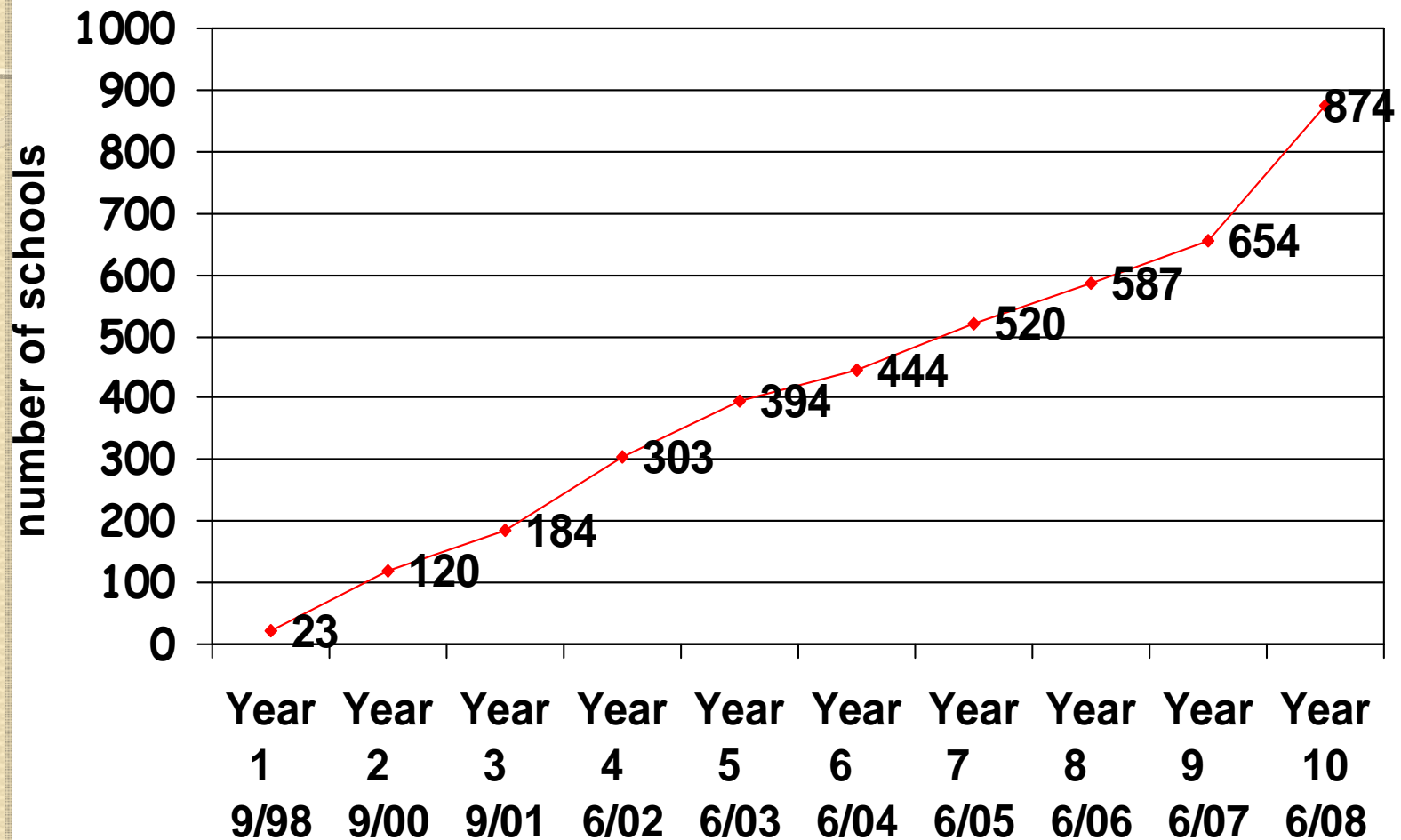


Lucille Eber Ed.D.
IL PBIS Network

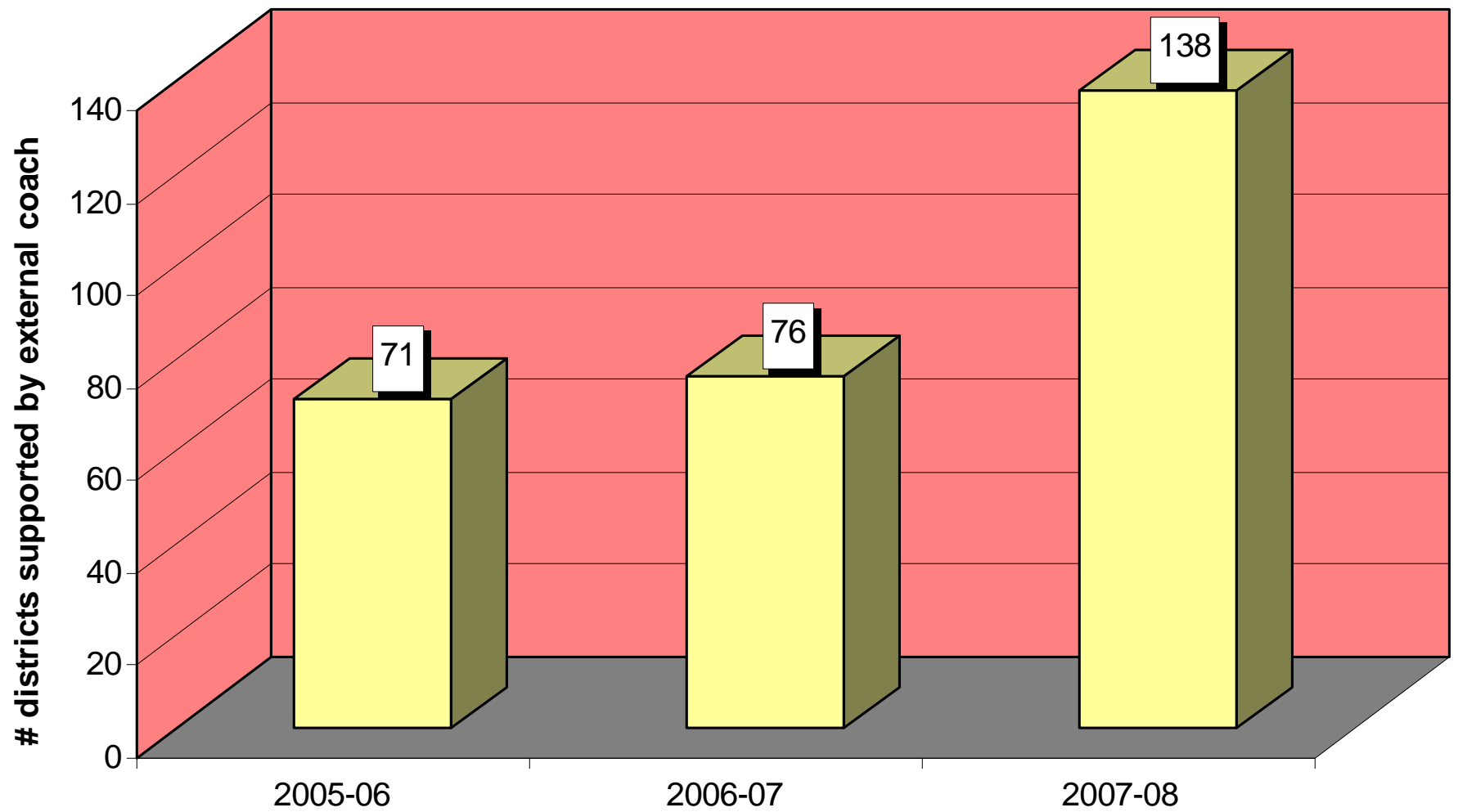
July 17, 2008
Developing Local Systems of Care
for Children and Adolescents with
Mental Health Needs and their Families
Training Institutes
Nashville, TN



PBIS Schools Over Ten Years: Trained & Partially or Fully Implementing

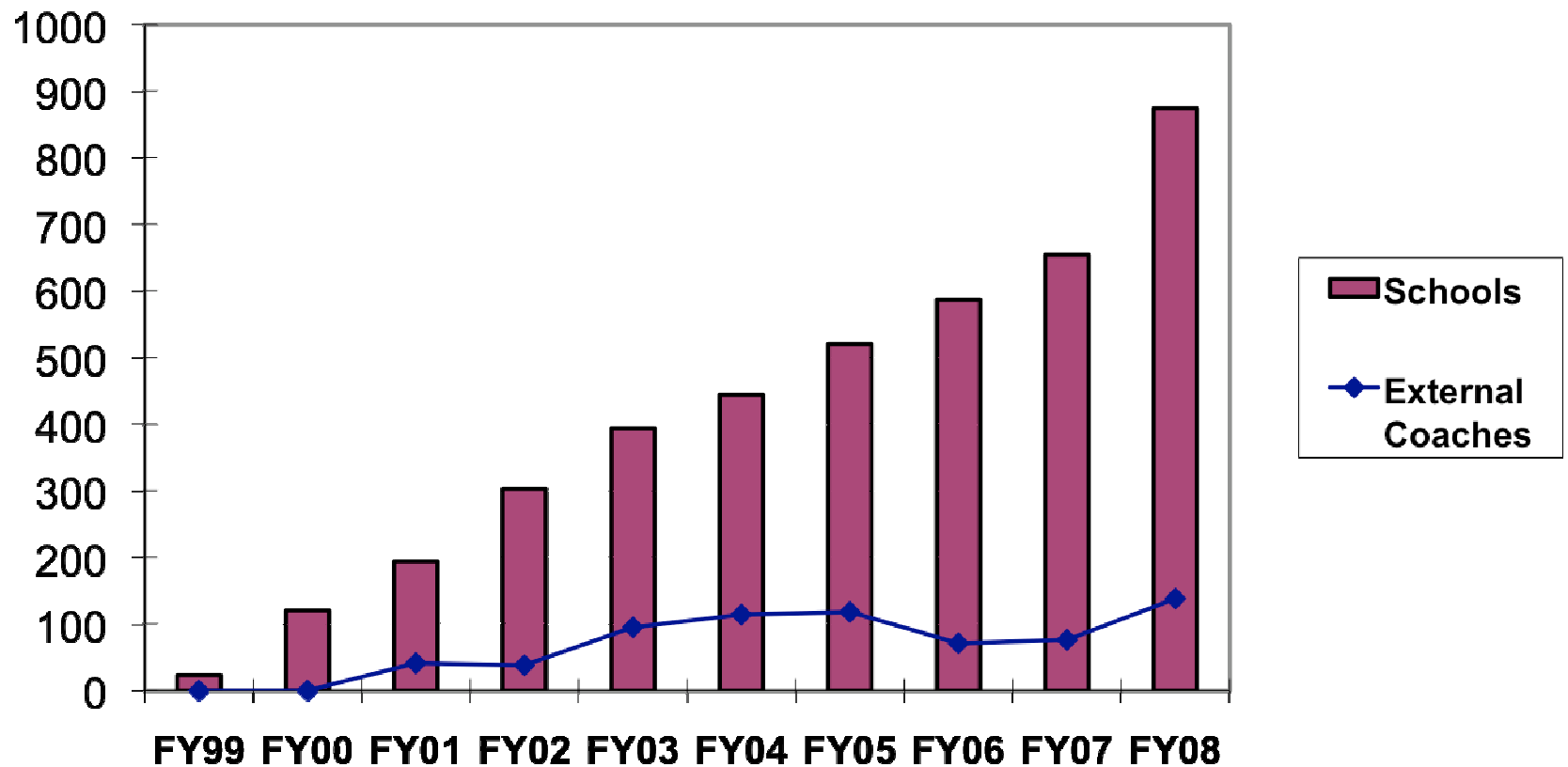


External Coaches



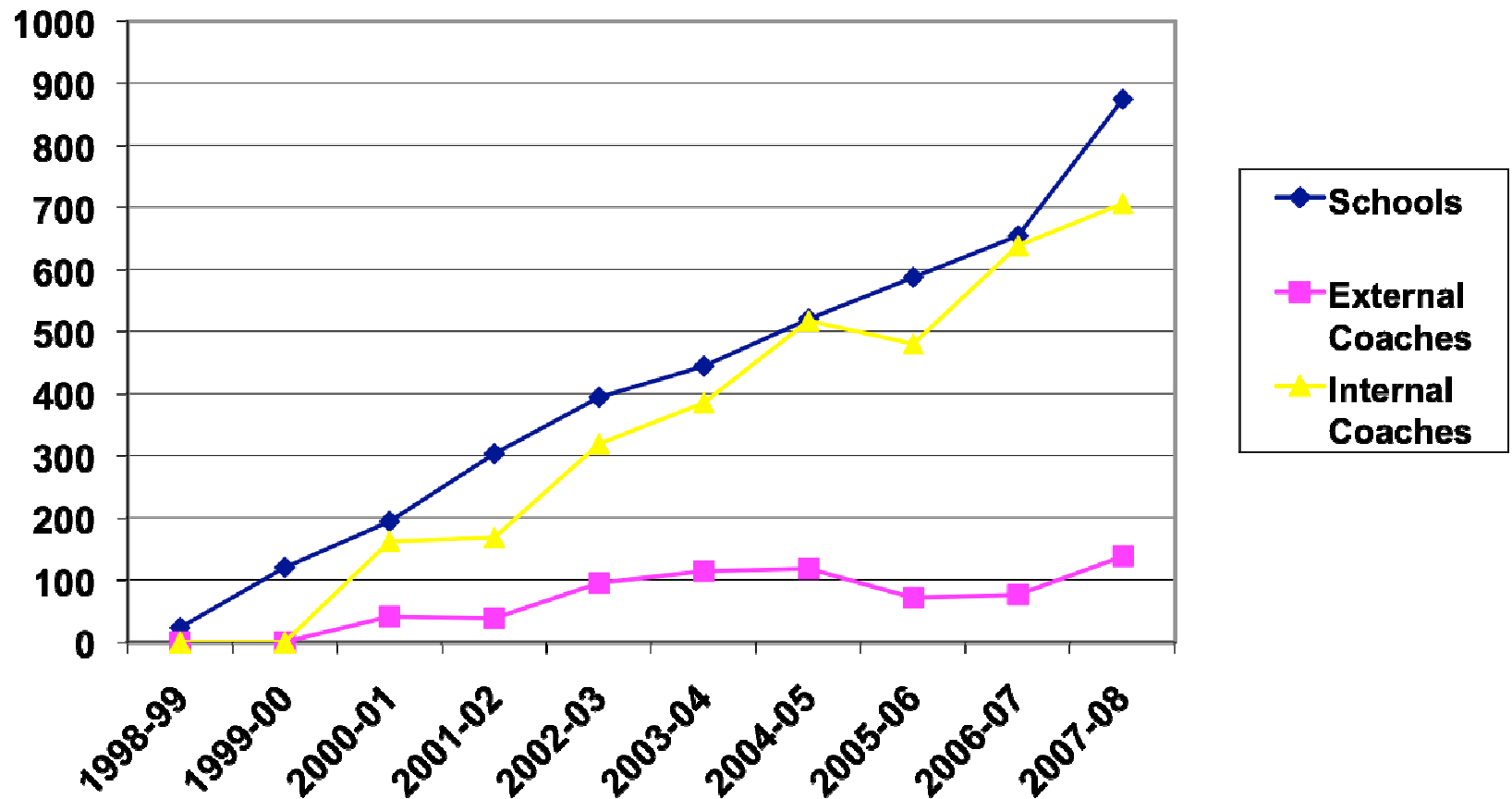
IL PBIS Schools & # External Coaches

June 30, 2008



IL PBIS Schools & # Ext. & Int. Coaches

June 30, 2008





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2009 Shifting to Regional Training Model

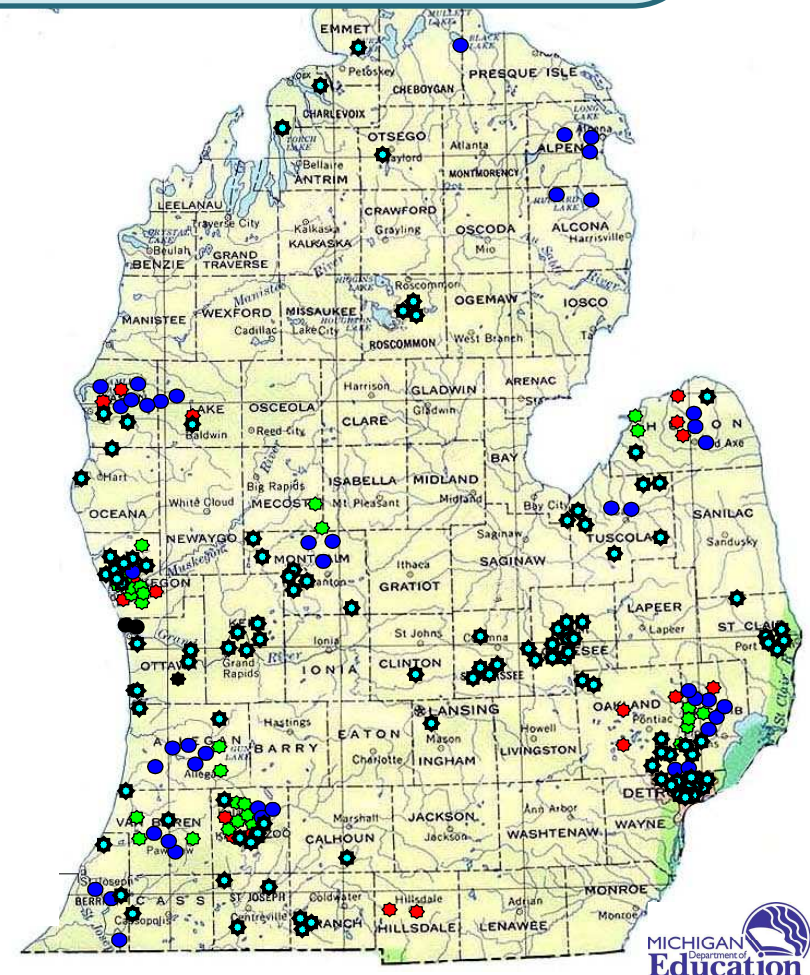
MIBLSi
MICHIGAN'S
Integrated Behavior & Learning Support Initiative

Participating Schools

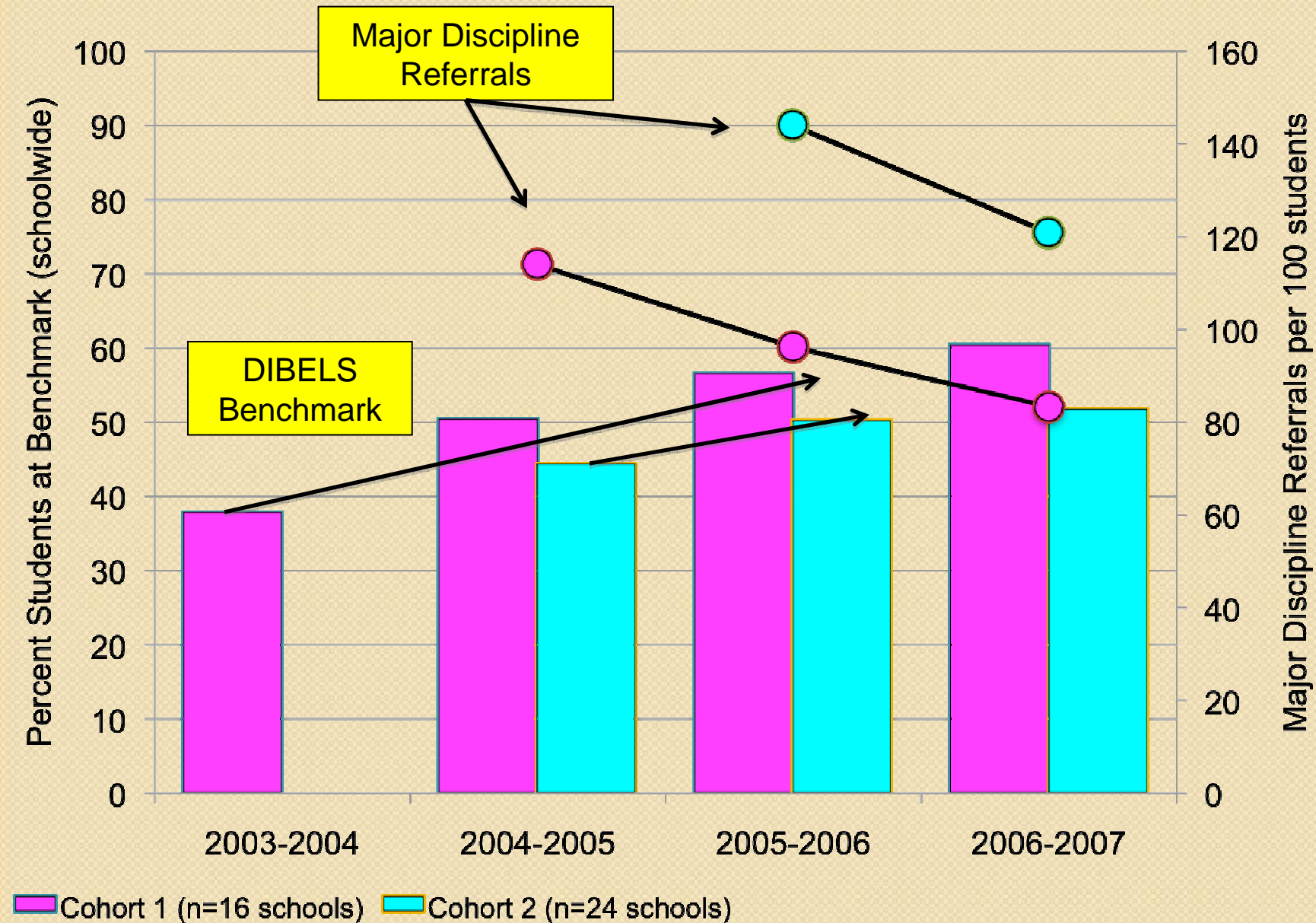
- 2000 Model Demonstration Schools (5)
- 2004 Schools (21)
- 2005 Schools (31)
- 2006 Schools (50)
- 2007 Schools (165)

■ Existing Schools

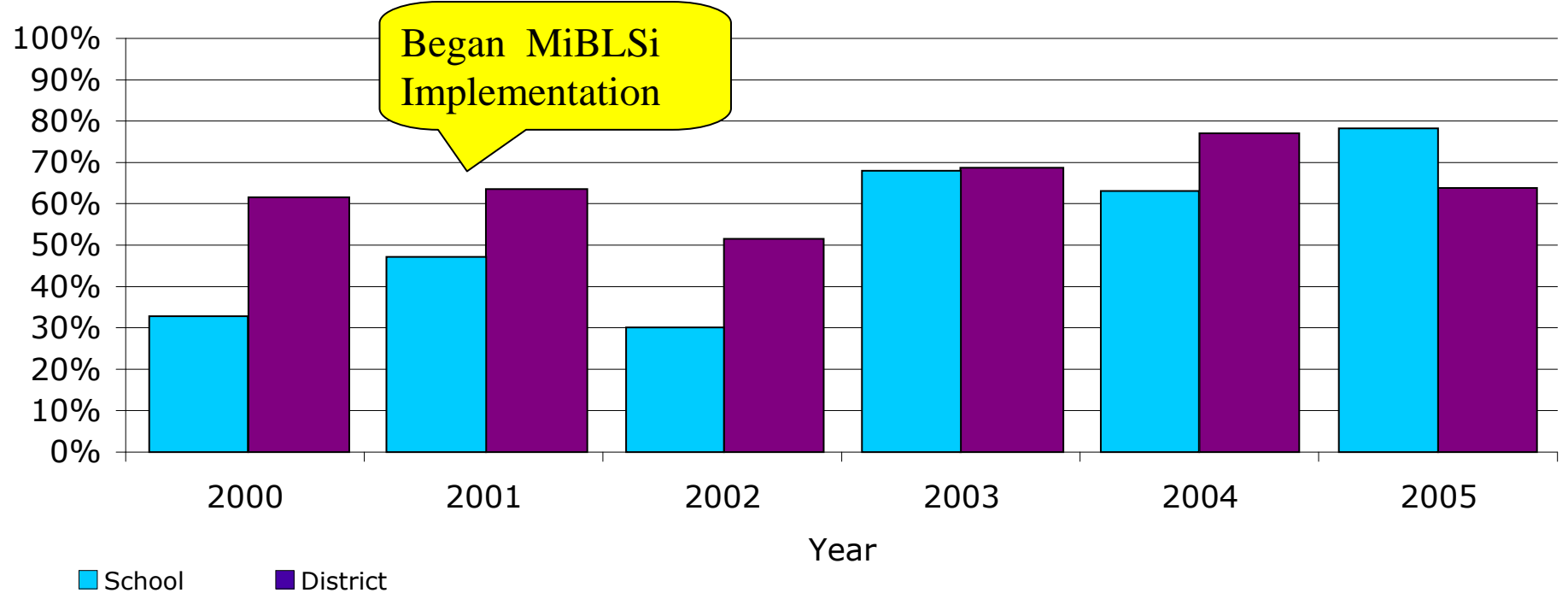
■ New Schools



DIBELS Instructional Recommendations and Major Discipline Referral per Cohort per Year



Participating School Example: Fourth Grade Reading MEAP Results





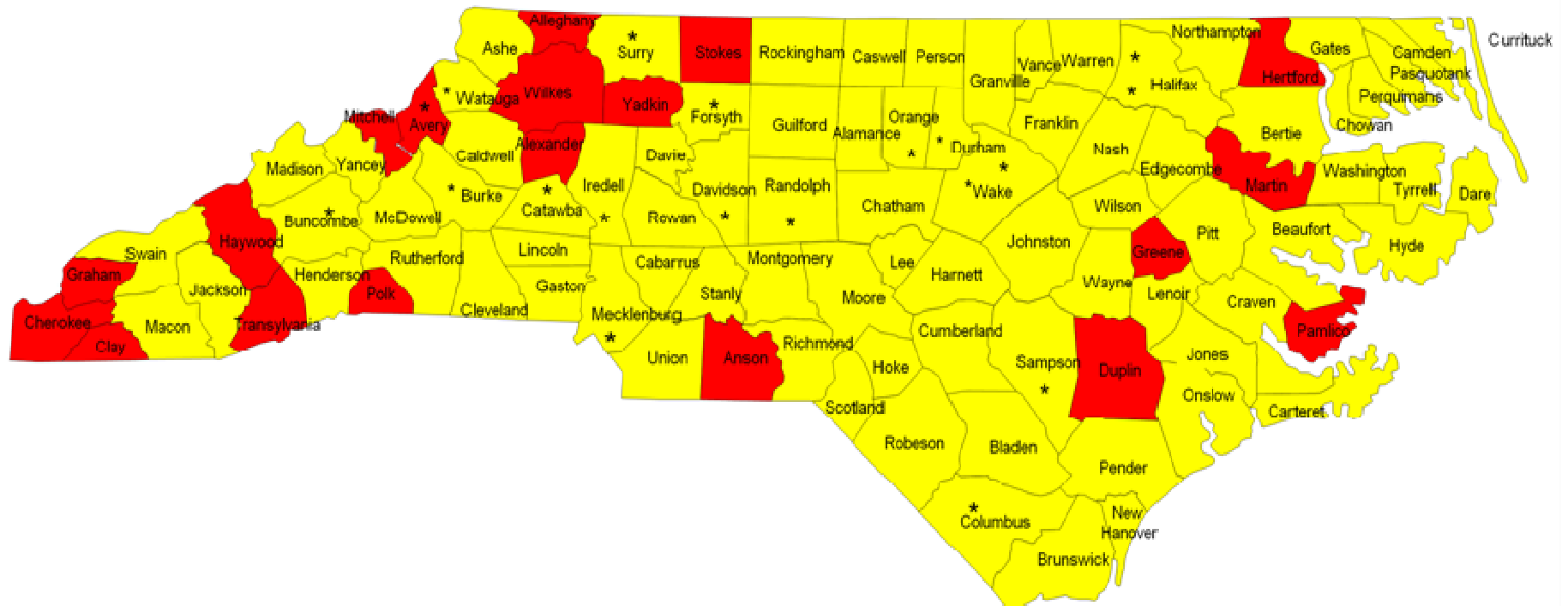
North Carolina Positive Behavior Support Initiative

Partners' Update
February 2009

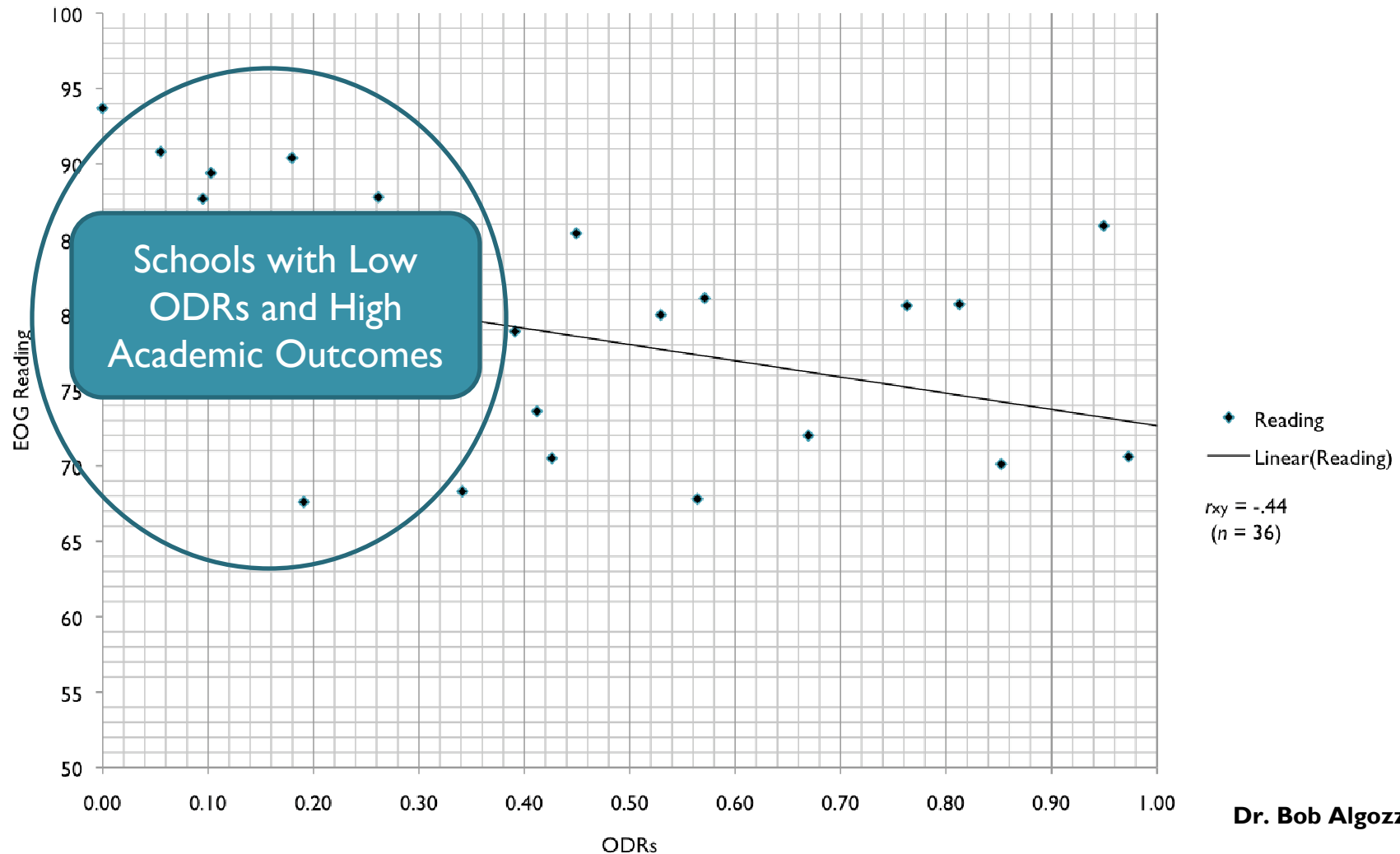
Heather R. Reynolds
NC Department of Public Instruction
Bob Algozzine
Behavior and Reading Improvement Center

<http://www.dpi.state.nc.us/positivebehavior/>

Positive Behavior Support in North Carolina



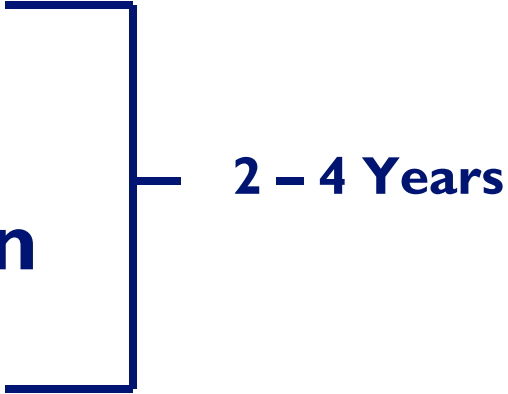
North Carolina Positive Behavior Support Initiative

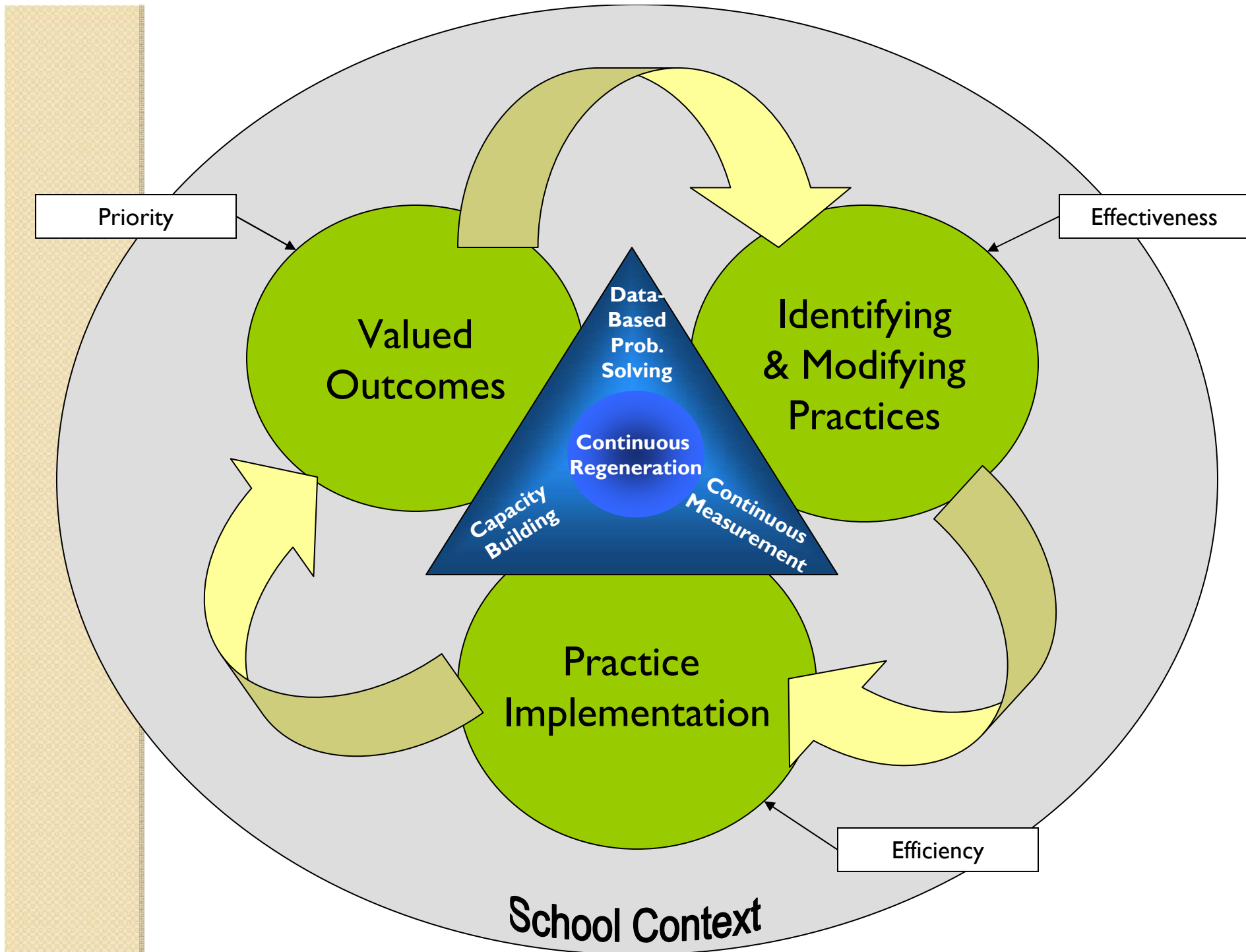


Dr. Bob Algozzine

Stages of Implementation

Implementation occurs in stages:

- **Exploration**
 - **Installation**
 - **Initial Implementation**
 - **Full Implementation**
 - **Innovation**
 - **Sustainability**
- 
- 2 – 4 Years**





Considerations for Next Steps

- **Build Political Commitment**
 - Policy recommendations
 - Send to every district
 - Send to state department
 - Administrator Academy
 - Summer institute for coaches/trainers



Considerations for Next Steps

- **Leadership Team**

- Do we have the right people on the team?
- Do we have the administrative representatives we need?
- Do we have the FTE for “coordination” that will allow leadership team decisions to produce action?



Considerations for Next Steps

- **Trainer Capacity**

- What is needed to build trainer capacity at district/regional level?
- Consider both initial training, and on-going training
 - Do districts/ regions have the capacity for annual training as part of Fall orientation?
 - Do districts/ regions have the capacity for advanced training in behavior support and data-based decision-making.



Considerations for Next Steps

- **Coaching Capacity**

- Build coaching job description
- Build coaching expectations/ ratio recommendation
- Annual trainer/coaching training (forum)



Considerations for Next Steps

- **Behavioral Expertise**

- State- very strong
- District/ Region: unclear
- School building:
 - Is there someone who can do a simple FBA?
 - Do schools have team structure to use FBA info for BIP design and implementation?
 - Do schools have information system needed to manage BIP?



Considerations for Next Steps

- **Evaluation**

- State/ District/ School evaluation plan
- Measures of fidelity
- Measures of student behavior outcomes
 - SWIS
 - CICO-SWIS
 - ISIS
 - Academic behavior
- District Level Capacity Evaluation
 - DSSP



Considerations for Next Steps

- **Funding**

- ARRA
- SPDG
- Safe & Drug Free
- State IDEA
- Mental Health
- Title I



Considerations for Next Steps

- **Demonstrations**

- Schools using PBS
- Districts with Capacity
- Building sustainability at district, region, state



Considerations for Next Steps

- **Linking Rtl and PBIS efforts.**
 - Core features
 - Common assessment, organization and evaluation